

**PELAKSANAAN TQM: PERANCANGAN STRATEGIK
KUALITI DALAM PENGURUSAN PENDIDIKAN**

*Projek Sarjana Ini Diserahkan Kepada Sekolah Siswazah
Untuk Memenuhi Sebahagian Daripada Keperluan*

**IJAZAH SARJANA SAINS (PENGURUSAN)
UNIVERSITI UTARA MALAYSIA**

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KEBENARAN MENGGUNAKAN PROJEK SARJANA

Penyerahan manuskrip projek sarjana **ini** adalah sebagai memenuhi keperluan pengajian lepas ijazah Universiti Utara Malaysia (UUM). **Saya** bersetuju supaya pihak perpustakaan menjadikan manuskrip projek sarjana **ini** sebagai bahan rujukan. **Saya juga** bersetuju bahawa kebenaran membuat salinan keseluruhan atau sebahagian daripadanya mestilah mendapatkan kebenaran daripada penyelia **saya** atau daripada Dekan Sekolah Siswazah.

Sebarang penyalinan, pengambilan atau penggunaan keseluruhan mahupun sebahagian daripada manuskrip projek sarjana **ini** untuk tujuan komersial tidak dibenarkan **tanpa** kebenaran bertulis daripada **saya**. Di **samping** itu pengiktirafan kepada **saya** dan Universiti Utara Malaysia **wajar** diberikan untuk sebarang bentuk kegunaan **bagi** bahan-bahan yang terdapat di dalam projek **ini**.

Permohonan untuk kebenaran membuat salinan atau lain-lain kegunaan, **sama ada** secara keseluruhan atau sebahagian, boleh dibuat dengan menulis kepada:

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ABSTRAK

Perancangan Strategik Kualiti dalam TQM telah dapat mengubah paradigma pengurusan **sektor** swasta mahupun sektor awam. **Bagi** memastikan keberkesanan pelaksanaan program itu, Jabatan Perkhidmatan Awam dalam PKPA 1996, telah menyediakan beberapa garis panduan untuk dilaksanakan di jabatan dan **juga** di sekolah-sekolah awam.

Kajian empirikal **ini** akan mengkaji sejauhmana kejayaan pelaksanaan perancangan strategik kualiti di sekolah-sekolah awam. Antara objektif utama kajian ialah; a) meluaskan pengetahuan (melalui ulasan karya) berkaitan dengan perancangan strategik kualiti di sekolah-sekolah awam, b) mendapatkan persepsi guru mengenai kepentingan langkah-langkah **bagi** melaksanakan perancangan strategik kualiti di sekolah awam, dan c) mendapatkan persepsi guru terhadap hubungan di antara langkah-langkah dengan kejayaan pelaksanaan perancangan strategik kualiti di sekolah.

Satu tinjauan telah **dijalankan** terhadap guru-guru di Daerah Hilir **Perak** **bagi** menjelaskan objektif-objektif itu. Keputusan dari **analisis** statistik itu telah menghasilkan beberapa penemuan yang penting.

Pertama, langkah mengenalpasti aktiviti-aktiviti penambahbaikan telah diterima sebagai langkah yang terpenting **bagi** melaksanakan perancangan strategik kualiti di sekolah. Kedua, **empat** dari lima hipotesis yang dicadangkan mendapat persepsi **positif** di **kalangan** guru. Ketiga, dua langkah **dalam** perancangan strategik kualiti; penganalisan persekitaran **dalam** dan **juga** mengenalpasti aktiviti-aktiviti penambahbaikan, lebih penting menyumbang kepada kejayaan **pelaksanaan** perancangan strategik kualiti.

Kajian ini menunjukkan **bahawa** tidak kesemua langkah **bagi** melaksanakan perancangan strategik kualiti dianggap penting oleh guru **walaupun** lebih **dari** tiga perempat responden bersetuju dengan pelaksanaannya. Kejayaan pelaksanaannya dapat dipertingkatkan jika **kepentingan** dan pemantapan isu-isunya mendapat pertimbangan yang sewajarnya oleh guru.

ABSTRACT

The Strategic Quality Planning in TQM has help to change the management paradigm of the corporate sector as well as the public sector. In order to implement this programme more effectively, the Public Service Department has introduced numerous guide-lines for all its departments and public schools to follow.

This empirical study will investigate the effectiveness and success of implementing strategic quality planning in the public schools. The targeted research objectives were to; a) broaden the knowledge of strategic quality planning thus supporting its implementation in schools, b) determine which steps (guide-lines) taken are perceived by teachers to be of more importance in the implementation of strategic quality planning in the public schools, and c) check the relationship between the steps (guide-lines) taken in determining the success of implementing strategic quality planning in the public schools.

A survey was conducted to get the teacher's perception in the District of Hilir Perak to **clarify** the above objectives. The results of the statistical analysis revealed several important findings.

First, the continuous improvement activities were accepted statistically to be of more importance in implementing strategic quality planning at schools. Second, four out of five hypotheses proposed were perceived positively by the teachers. Third, two out of the five steps involved; internal analysis and continuous improvement activities were found to be more pertinent in compensating the success of implementing strategic quality planning at the public schools.

This study shows that not all the steps taken in implementing strategic quality planning are perceived to be of equal importance even though more than three quarters of the respondents supported its implementation. The success and effectiveness of implementing strategic quality planning in schools could have been enhanced if the importance were given prior consideration by teachers.

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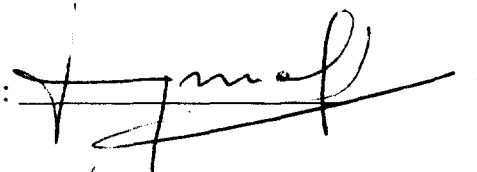
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BAB 1

PENGENALAN

Aliran Pemikiran Pengurusan

Aliran pemikiran pengurusan di akhir **abad** ke-19 dan awal **abad** ke-20 hanya **memberi penumpuan** kepada ciri dalaman organisasi (Wren, 1994). Penumpuan dalaman ini mementingkan kepimpinan pengurusan, perhubungan antara pengurusan dengan pekerjanya, dan **juga penstrukturan** organisasinya. Pengurusan tradisional ini; konsep birokrasi Weber (1864-1920), falsafah Taylor (1856-1915), Teori X dan Y **McGregors** , atau prinsip pengurusan Fayol (1845-1925), tidak mengutamakan kepentingan pelanggan. Mengikut Wren (1994), **penumpuan** dalaman ini merupakan **salah** satu faktor menyebabkan kebanyakan organisasi tidak mampu untuk mengekalkan persaingan mereka.

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